

(2) The Secretary looks for information that shows—

- (i) An adequate needs assessment;
- (ii) An identification of specific needs in science; and
- (iii) An involvement of appropriate individual, especially science faculty, in identifying the institutional needs.

(g) *Potential institutional impact of the project.* (15 points) (1) The Secretary reviews each application to determine the extent to which the proposed project gives evidence of potential for enhancing the institution's capacity for improving and maintaining quality science education for its minority students, particularly minority women.

(2) The Secretary looks for information that shows—

- (i) For an institutional or cooperative project, the extent to which both the established science education program(s) and the proposed project will expand or strengthen the established program(s) in relation to the identified needs; or

- (ii) For a design project, the extent to which realistic long-range science education improvement plans will be developed with the technical assistance provided under the project; or

- (iii) For a special project, the extent to which it addresses needs that have not been adequately addressed by an existing institutional science program or takes a particularly new and exemplary approach that has not been taken by any existing institutional science program.

(h) *Institutional commitment to the project.* (15 points) (1) The Secretary reviews each application for information that shows that the applicant plans to continue the project activities when funding ceases.

(2) The Secretary looks for information that shows—

- (i) Adequate institutional commitment to absorb any after-the-grant burden initiated by the project;
- (ii) Adequate plans for continuation of project activities when funding ceases;
- (iii) Clear evidence of past institutional commitment to the provision of quality science programs for its minority students; and
- (iv) A local review statement signed by the chief executive officer of the in-

stitution endorsing the project and indicating how the project will accelerate the attainment of the institutional goals in science.

(i) *Expected outcomes.* (10 points) (1) The Secretary reviews each application to determine the extent to which minority students, particularly minority women, will benefit from the project.

(2) The Secretary looks for information that shows—

- (i) Expected outcomes likely to result in the accomplishment of the program goal;

- (ii) Educational value for science students; and

- (iii) Possibility of long-term benefits to minority students, faculty, or the institution.

(j) *Scientific and educational value of the proposed project.* (10 points) (1) The Secretary reviews each application for information that shows its potential for contributions to science education.

(2) The Secretary looks for information that shows—

- (i) The relationship of the proposed project to the present state of science education;

- (ii) The use or development of effective techniques and approaches in science education; and

- (iii) Potential use of some aspects of the project at other institutions.

(Approved by the Office of Management and Budget under control number 1840-0109)

(Authority: 20 U.S.C. 1067-1067c, 1067g-1067k, 1068, and 1068b)

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Subpart E—What Conditions Must be Met by a Grantee?

§ 637.41 What are the cost restrictions on design project grants?

For design project grants funds may not be used to pay more than fifty percent of the academic year salaries of faculty members involved in the project.

(Authority: 20 U.S.C. 1067-1067c, 1067g-1067k, 1068, and 1068b)